

### Suggested outline for Welcome Week meeting with Tutees

Timing	Suggested Agenda / Areas of discussion	Things you could bring to show/give the students
Welcome Week – Initial meeting with tutees	<ul style="list-style-type: none"> <li>▪ Explain your role as an Academic Tutor:               <ul style="list-style-type: none"> <li>▪ Help students reflect on their academic progress</li> <li>▪ Work with them to identify strengths/weaknesses in relation to their studies</li> <li>▪ Encourage them to develop their study skills (by signposting to Study Advice, Liaison Librarians etc)</li> <li>▪ Help them make decisions in relation to their course</li> <li>▪ Support them to review, reflect and act on feedback received</li> <li>▪ Discuss career ambitions and signpost relevant opportunities and services</li> <li>▪ Write references, when necessary</li> <li>▪ Help students identify appropriate extra-curricular opportunities</li> <li>▪ Refer them to specialist support services as and when necessary</li> </ul> </li> <li>▪ Expectations for future meetings, e.g.               <ul style="list-style-type: none"> <li>▪ Group or one-one</li> <li>▪ When are you available, and how can students contact you?</li> <li>▪ Who will arrange the meetings?</li> <li>▪ What students should prepare/bring</li> <li>▪ How you/they should keep records</li> </ul> </li> <li>▪ Choice of modules/options.</li> <li>▪ Role of Support Centres</li> <li>▪ Transition to university (academic, social, accommodation etc.).</li> <li>▪ Remind students about <a href="#">Study Smart</a> and their <a href="#">STaR mentors</a>.</li> <li>▪ Have they been able to access RISIS/Blackboard?</li> </ul>	<p><a href="#">Student Charter</a></p> <p>Student signposting document</p> <p>Postcard about the Academic Tutor System</p> <p>Template for students to record meetings</p> <p>Information about Study Smart</p> <hr/> <p><b>Materials to support you</b></p> <p>Guide for Academic Tutors (see this Guide for an expanded explanation of the role of the Academic Tutor)</p> <p><a href="#">Academic Tutor Toolkit</a></p>

### Suggested outline for PART 1 Academic Tutor meetings

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare/bring with them
Term 1	<ul style="list-style-type: none"> <li>▪ First impressions of University coursework / workload (including assignment deadlines) and study methods.</li> <li>▪ Ask if they have completed <a href="#">Study Smart</a>, discuss what they have gained from the course and reinforce the benefits of doing Study Smart if they have not yet done so.</li> <li>▪ Any strengths or weaknesses that may affect their academic progress and feedback on assignment(s) so far.</li> <li>▪ Disclosure of any disability (if relevant).</li> <li>▪ The <a href="#">Student Charter</a> – discuss the Charter, and what it means for them.</li> <li>▪ Opportunities to engage with University-wide/School/Department specific personal or professional development programmes.</li> <li>▪ Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A schedule of your assignment deadlines for the term/year.</li> <li>▪ Identify any particular strengths and weaknesses that are likely to affect your academic progress.</li> <li>▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>▪ Reflect on action points from term 1 meeting.</li> <li>▪ Expectations and experience of the course so far.</li> <li>▪ Study skills development, including assignment deadlines and exam preparation.</li> <li>▪ Feedback on assignment(s).</li> <li>▪ Attendance record for term 1 etc. (using data on RISIS)</li> <li>▪ Look ahead to Year Abroad options, placement arrangements and Part 2 option choices (as appropriate).</li> <li>▪ Consider summer plans and possible career development (work experience, etc.).</li> <li>▪ Non-academic matters: accommodation, societies, social development etc.</li> <li>▪ Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider your progress in Term 1, Year Abroad / placement options (if appropriate) and summer plans / work experience and links to future career.</li> <li>▪ Reflect on the effectiveness of your existing study skills.</li> <li>▪ Identify any particular difficulties (academic, social or personal).</li> <li>▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>▪ Reflect on action points from term 2 meeting.</li> <li>▪ Exam and placement results (if appropriate), degree programme progress so far.</li> <li>▪ Options for Part 2 (if appropriate).</li> <li>▪ Summer plans and possible career developments/work experience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider your Part 2 option choices and Part 1 progress.</li> <li>▪ Identify any particular difficulties (academic, social or personal).</li> <li>▪ Identify assignment(s) / exam papers to discuss feedback - bring feedback to the meeting.</li> </ul>

Suggested outline for PART 2 Academic Tutor meetings

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare / bring with them
Term 1	<ul style="list-style-type: none"> <li>▪ Reflection on achievements in Part 1 / summer, identification of any future developmental steps or targets for continued improvement and where students can seek advice and support to achieve these (e.g. <a href="#">Study Advice</a>).</li> <li>▪ Transition to Part 2 – discuss any implicit or explicit step-ups in expectations, workload, and level of understanding.</li> <li>▪ The <a href="#">Student Charter</a> - revisit the Charter.</li> <li>▪ Option choices (if appropriate).</li> <li>▪ Coursework / workload (including assignment deadlines) and study methods.</li> <li>▪ Opportunities to engage with University-wide/School/Department specific personal or professional development programmes.</li> <li>▪ Placement arrangements (if appropriate).</li> <li>▪ Career Development and other non-academic matters.</li> <li>▪ Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify particular strengths and weaknesses that are likely to affect your academic progress.</li> <li>▪ Prepare a schedule of your assignment / placement deadlines for the term/year.</li> <li>▪ List your extra-curricular activities and work experience over the last year.</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>▪ Reflect on action points from term 1 meeting.</li> <li>▪ Academic progress, including feedback on assignment(s), placements, attendance record for term 1 etc.</li> <li>▪ Study skills development, including assignment deadlines and exam preparation.</li> <li>▪ Summer plans, possible career development (work experience, etc.) and non-academic matters.</li> <li>▪ Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify any particular difficulties (academic, social or personal).</li> <li>▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</li> <li>▪ Consider your summer plans and any links to future career(s).</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>▪ Reflect on action points from term 2 meeting.</li> <li>▪ Academic progress, including feedback on assignment(s), placement(s), attendance record for term 2 etc.</li> <li>▪ Exam preparation and revision techniques (if appropriate).</li> <li>▪ Dissertation plans and planning for Part 3 (options).</li> <li>▪ Summer plans and possible career developments/work experience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider your Part 3 option choices, placement(s) and project/dissertation topic (as appropriate).</li> <li>▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</li> </ul>

Suggested outline for PART 3 / PART 4 (Final Year) Academic Tutor meetings

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare / bring with them
Term 1	<ul style="list-style-type: none"> <li>▪ Reflection on achievements in Part 2 / summer, identification of any future developmental steps or targets for continued improvement and where students can seek advice and support to achieve these (e.g. <a href="#">Study Advice</a>).</li> <li>▪ Discuss expectations of transition to Part 3.</li> <li>▪ Option choices and dissertation / project.</li> <li>▪ Coursework/ workload (including assignment deadlines) and study methods.</li> <li>▪ The <a href="#">Student Charter</a> - revisit the Charter.</li> <li>▪ Career plans, work experience, personal / professional development opportunities.</li> <li>▪ Placement arrangements (if appropriate).</li> <li>▪ Intentions for employment / further study, including information for references (e.g. CV).</li> <li>▪ Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify particular strengths and weaknesses that are likely to affect your academic progress.</li> <li>▪ Prepare a schedule of your assignment / placement deadlines for the term/year.</li> <li>▪ List your extra-curricular activities and work experience over the last year.</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>▪ Reflect on action points from term 1 meeting.</li> <li>▪ Academic progress, including: assignment schedule for this term, feedback on assignment(s) and attendance in term 1, final stages of dissertation/project/placement and preparation for final examinations (as appropriate).</li> <li>▪ Improvements to their CV and intentions for employment/further study.</li> <li>▪ Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify particular difficulties (academic, social or personal).</li> <li>▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</li> <li>▪ Prepare an updated version of your CV.</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>▪ Reflect on action points from term 2 meeting.</li> <li>▪ Attendance and academic progress in Term 2, including feedback on assignments.</li> <li>▪ Preparation for final examinations, including revision plans, techniques and special circumstances.</li> <li>▪ Intentions for employment / further study, including information for references (e.g. final CV).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify any concerns in planning for finals.</li> <li>▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</li> <li>▪ Prepare a final version of your CV.</li> </ul>